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AUTHOR	Becker, Carolyn
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ABSTRACT

The guide contains a course outline and sample unit plans for a one-semester secondary school-level child development course geared toward career development. The detailed four-page course outline contains the following major headings: personality development and the family, stages of growth and development, techniques and skills in working with children, a child care facility, occupations in the child care field, educational and personality requirements for the child care worker, and parenthood. Three sample units of from 3 to 11 pages in length cover the three basic concepts of the course: self-awareness, occupational awareness, and educational awareness, and the first and third units also provide several pages of detailed resources (books, films, field trips, speakers, pamphlets, and resource kits). For each of the three units, concepts, behavioral objectives, learning activities, and evaluation suggestions are presented. Sample tests, exercises, and diagrams comprise an additional 11 pages of the guide. (JR)

CHILD DEVELOPMENT GUIDE

ED106633

CAREER DEVELOPMENT GUIDES

CE008507

SCHOOL DISTRICT OF UNIVERSITY CITY, MISSOURI

ED106633

TOPIC: CHILD DEVELOPMENT

AREA: Home Economics

AUTHOR: CAROLYN BECKER

PERFORMANCE LEVEL: Secondary -
Grades 9 - 12

SCHOOL: ALTERNATIVE HIGH SCHOOL
University City, Missouri

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INTRODUCTION

General course description: Child Development is a one semester course at the high school level, designed to give students theoretical information about and practical experience with pre-school children. The course is arranged for a two-hour period daily with two days in a theory practicum for discussion, viewing films, listening to speakers and panels and participating field trips to pre-school facilities; two days in working with children either in a pre-school laboratory program within the high school run by the students and high school teachers or a field site at a pre-school facility in the community. The 5th class day is to be used for library research, assigned reading, developing lesson plans and accumulating materials for projects to be carried out with the children, and interviewing and researching for a variety of child care occupations.

It is considered essential that students experience working with children to be able to see development in children, check out general theories learned in practicum and to note individual differences in rate of growth and maturation. Students also have to experience direct contact with children to test out their own expressed interest in working with children and confirm talents in relating to children and putting into practice techniques methods and activities for children.

A child development course of this nature is an ideal opportunity for incorporation of the career awareness concept. The idea that

"career" means total life style including the areas of leisure time, vocation, family, friendships, and spiritual well being, is intrinsically a part of an inclusive child development course. Studying the intellectual, moral, emotional, physical and emotional development of the child helps the student to gain self-awareness of how she/he developed and will further mature in these areas. Knowledge of how the child is assimilated into and finds a place for him/her self in the family helps the student to see how his/her own family structure has evolved and helps the student make decisions about how she/he wants his/her future family unit to be.

She/he can gain first hand knowledge in learning about one type of vocation, being a child care worker/teacher, and utilize these methods in exploring other vocations as she/he considers what job or series of occupations he wants to experience in his adult life.

As she/he comes into contact with people working in this profession, she/he will develop relationships with the adults now working in this field and observe what kind of personalities they have and learn something about the variety of life styles they experience. The students can use this information to make judgments about how she/he might also live if she/he were to choose this profession and what types of people with whom she/he would be working and potentially develop friendships.

COURSE OUTLINE

I. Personality Development and the Family

A. What Is Personality?

B. The Effects of Heredity and Environment

C. The Family Structure

D. Family Roles

E. Individual Differences Relates to Individual Abilities and Needs

II. Stages of Growth and Development

A. The Infant and Toddler (Birth to Age Two)

1. Emotional Development
2. Intellectual Development
3. Social Development
4. Physical Development
5. Moral Development

B. The Two Year Old

1. Emotional Development
2. Intellectual Development
3. Social Development
4. Physical Development
5. Moral Development

C. The Three Year Old

1. Emotional Development
2. Intelectual Development
3. Social Development
4. Physical Development

5. Moral Development

D. The Four Year Old

1. Emotional Development
2. Intellectual Development
3. Social Development
4. Physical Development
5. Moral Development

E. The Five Year Old

1. Emotional Development
2. Intellectual Development
3. Social Development
4. Physical Development
5. Moral Development

III. Techniques and Skills in Working with Children

A. Formal and Informal Observations

1. The Role of an Observer
2. How to Record: Diary, Anecdotal Log

B. Functions of Play

1. Self Expression: We Learn About the Child
2. Self Discovery: The Child Learns About Himself and the World

C. Discipline and Guidance

D. Planning and Directing Activities

1. Motor Skills
2. Academic Skills
3. Social Skills

E. Individual and Team Approaches to Teaching

F. Health and Safety

IV. A Child Care Facility

A. Organizational and Administrative Requirements

1. Primary goals of the Facility

2. Financial Requirements

3. Teacher roles and responsibilities

4. Licensing Requirements

B. The Physical Plant

1. Indoor Learning/Play Centers

2. Outdoor Learning/Play Centers

V. Occupations in the Child Care Field

A. Job Clusters and Job Levels

B. Types of Institutions

1. Day Care

2. Nursery Schools

3. Kindergardens: Public and Private

4. Experimental Special Programs

5. College/university Supported Programs

6. Facilities for the Special Child

VI. Educational and Personality Requirements for the Child Care Worker

A. Student Self-Evaluation of Personality

B. Survey of Personal Qualities

C. Survey of Educational Requirements Needed for Specific Jobs

D. Duties Performed

E. Advantages and Disadvantages of Jobs

VII. Parenthood

A. Are There Children in Your Future?

B. Emotional Requirements of Parenthood

C. Financial Considerations

D. Rewards of Parenting

The following instructional units are selected as suggested examples of some concepts, objectives, activities, and evaluative experiences which could be used in a course of this nature. Three areas of emphasis have been selected: self awareness, educational awareness and occupational awareness. The examples used do not cover all of the units suggested in the preceding course outline and do not exhaust the variety of approaches that could be used within each area of emphasis.

INSTRUCTIONAL AREA: Child Development

INSTRUCTIONAL UNIT: Self Awareness

Overall generalizations: Through knowledge of the development of a child emotionally, morally, physically, intellectually and physically, the student can trace his own development and come to an understanding of where she/he is today and how she/he came to be the person she/he is. Understanding the dynamics and interrelationships among and between pre/school age siblings and their parents will help the student become aware of the development of "family" and enable him to analyze the evolution of relationships within his own family.

A. Concepts

1.0 Self concept is a central component of the personality.

2.0 Knowledge of the developmental tasks typical of each developmental stage provides a basis for understanding what to expect of a child at a given time.

3.0 Each individual affects and is affected by his family.

4.0 Maturation and learning affect motor development.

5.0 Many physical and environmental factors affect the child's intellectual development.

6.0 Characteristics of children's emotions are often different from adult and adolescent emotional expressions.

6.1 Emotional control may be encouraged through motivation, imitation and direct teaching.

7.0 One phase of social development is achieving society's expectations in ways that are personally rewarding.

B. Behavioral Objectives

1.0 The student will define self-concept and personality.

1.1 The student will explain how self-concept develops.

1.2 The student will analyze determinates of his/her own personality.

2.0 The student will be able to define the major developmental stages.

2.1 The student will be able to summarize developmental tasks typical of each stage of development.

2.2 The student will be able to explain types of development and principles of development.

3.0 The student will be able to explain the role of family in an individual's development.

4.0 The student will be able to identify factors which influence motor development.

4.1 The student will be able to describe the sequence of motor development.

4.2 Students will recognize and discriminate between gross and fine motor skills.

4.3 Students will be able to select appropriate toys and activities suitable for a given child's level of motor development.

5.0 Students will be able to identify factors which influence intellectual development.

5.1 Students will be able to define stages in the development of intelligence.

5.2 Students will be able to (1) modify their own vocabulary and (2) select activities appropriate for the intellectual level of the child or children with whom they are working in the center.

6.0 Students will be able to list characteristics of children's emotions and explain how they differ from those of an adult.

6.1 Students will be able to illustrate typical emotional responses of children.

6.2 Students will be able to analyze possible reasons for children's different emotional reactions in a given situation.

6.3 Students will be able to explain how children learn emotional control.

6.4 Students will be able to relate how children are encouraged to develop emotional control in given situations.

7.0 The student will be able to describe the process of socialization.

7.1 The student will identify causes of difficulty in making social adjustments.

7.2 Students will analyze the effects of family values on the rate of socialization of the child.

7.3 Students will identify ways of reinforcing positive social adjustment of children in the center.

C. Learning Activities

1.0 Students will discuss their own definitions of personality and self concept and compare them to definitions of behavioral scientists, e.g. Maslow, Freud, Rogers, Skinner, et. al.

1.1 Students will read and discuss various personality development theories.

1.2 Students will complete a personality trait check sheet.

1.3 Students will select a particular personality trait they possess and discuss with their parents how this trait developed from their childhood.

1.4 Students will write their own autobiography, analyzing the development of their personality.

2.0 The students will read and discuss Erikson and Havinghursts's theories of development.

2.1 The student will view films "Terrible Twos and Trusting Threes" and Frustrating Fours and Fascinating Fives".

2.2 Students will read Educational Development Center pamphlets "Looking at Development" and "How the World Works".

2.3 The student will observe a given child and using a class-developed check sheet, rate his maturity level socially, emotionally, physically, and intellectually.

2.4 Students will present case studies in class of various children of the same chronological ages. Through discussion, students will attempt to discover reasons for individual developmental differences in the children studied.

2.5 Students will read and report on selected sections from Brisbane's The Developing Child.

3.0 Students will read and discuss Chapter Five, "Parents and Children:, and Chapter Nine, "Pathways to Madness: Families of Psychotic Children" from Jules Henry: Culture Against Man.

3.1 Students will work in groups to describe the role of family influences on development of an individual in different cultures. They will discuss how family life styles, habits, values, and activities influence development of family members.

3.2 Students will read EDC pamphlet "What About Discipline" and compare suggestions given in this booklet to his own views about discipline. Class discussion will center on discovery of how each student's attitudes toward guiding behavior has been influenced by his own family values.

3.3 Students will view film: Families Talk It Over.

4.0 Students will discuss the following: Why is two-year-old John able to ride a tricycle when two-year-old Terry cannot? Possible reasons may include rate of physical and emotional development, opportunities to learn, motivation, etc.

4.1 Students will view and discuss EDC film: Half a Year Apart.

4.2 Students will do case studies on selected children, comparing their levels of physical-motor development.

4.3 Students will hear a speaker, a motor skills specialist, on working with children with skill deficiencies.

4.4 Students will hear a panel of mothers discuss the physical development of their pre school children.

4.5 Students will observe a group of children of one age level. They will note differences in motor development of various children and discuss possible reasons for these differences.

5.0 Students will read and discuss EDC pamphlet "Making Connections" and "Children's Art".

5.1 Students will brainstorm and discuss factors which influence intellectual development, including inherited potential, health, diet, culture, values, opportunities for learning, etc.

5.2 Students will examine case studies and biographies of famous people and describe ways various factors contributed to their intellectual development.

5.3 Students will draw a tree and cite differences between trees drawn by classmates, stating possible reasons for variations in the trees. Students will duplicate this experiment with children in the center, exploring reasons for differences in their drawings and related to levels of concept development for the children.

5.4 Students will read and discuss Sharp's Thinking Is Child's Play.

5.5 Students will research and present group reports on Piaget's theory of intellectual development.

5.6 Students will select several experiements and games from Part II of Sharp's book and conduct a comparative study with two or more children in the center. The student will determine at which stage (Piaget) the children are functioning.

6.0 Students will read selected chapters on emotional development from Brisbane: The Developing Child.

6.1 Students will view and discuss film: Children's Emotions.

6.2 Students will hear child specialist speak on "Emotional Control in Children".

6.3 Students will research and report on various behavior modification theories, especially Skinner and Driekers.

6.4 Students will participate in the following exercise in the center: The children will be shown a series of photographs of children with different facial expressions reflecting various emotions. The children will be asked to tell what they think each child in the photograph is feeling. The children will then be encouraged by the students to explore these feelings and remember when they felt similar feelings, what caused them, what the children did when they felt this way, etc.

6.5 The students will observe a group of children in the center, point out different levels of emotional development and emotional control revealed by the different children, and relate age and maturity to emotional control.

6.6 Students will role play various situations involving emotional responses from children to determine appropriate ways of dealing with the children in the center.

6.7 In groups, students will discuss the possible effects of various situations on learning emotional control. Example: Child falls, skins knee and begins to cry. Describe how each of the following reactions might affect the child. "Boys don't cry," "Shut up," "That doesn't hurt," "Mother will help it feel better," "Look what you did to yourself," "How awful".

6.8 The students will look through toy and play equipment catalogs to observe and find examples of items which help children release emotional energy, such as pound-a-peg, tricycle, punching bag, etc.

7.0 Students will read and discuss EDC pamphlets "Children's Play" and "Doing Things".

7.1 Students will view film: Children Learn by Experience.

7.2 Students will read and make oral reports from selected sections on social development from Brisbane. <u>The Developing Child</u>.

7.3 Students will discuss examples which they have observed or experienced on difficulties a child may have in making social adjustments.

7.4 Students will role-play situations depicting a lack of social adjustment and do an instant replay of the situation showing how growth toward maturity aids in social acceptance.

7.5 Students will practice reinforcing positive social behavior with consistent praise for children in the center.

D. Evaluation

1.0 On an exam, the student will be able to write a definition of personality and self concept, citing credit to behavioral psychologist whose theories have contributed to his/her definition.

1.1 The completed personality check sheet will serve as evidence of the student's self-analysis.

1.2 The student will write a summary of the interview he has with his parents regarding the development of a particular personality trait.

2.0 On an exam the student will be able to list and describe Erikson's eight stages of development and discuss Havinghurst's concepts relating to developmental tasks.

2.1 The student will demonstrate understanding of developmental stages in the laboratory by what he requires and expects of the children in the program.

2.2 Given a detailed description of a given hypothetical child, the student will be able to verbally analyze the child's maturity.

3.1 Teacher-student observation of increased student awareness of family influence on the development of an individual as evidenced by contribution to class discussion. This can be summarized in individual or group student-teacher conferences.

3.2 On an exam, students will be able to describe family roles and their relationship to each in terms of growth and development at each stage of the family life cycle.

4.0 Given a descriptive list of various fine and gross motor skills students will be able to correctly identify: (a) to which each category each skill belongs, and (b) the approximate chronological age of a child who has mastered each skill.

4.1 Teacher-student evaluation of the case study.

4.2 Given a list of toys and activities, students will correctly tell for which children in the laboratory each toy/activity would be appropriate because of the child's level of skill development.

4.3 Teacher observation of whether a student is utilizing theoretical knowledge to guide his work with the children in the laboratory.

5.0 Teacher-student evaluation of group report according to criteria developed in class.

5.1 Teacher-student evaluation of case study according to crieteria developed in class.

5.2 On a written exam, the student will be able to correctly list and define the stages of intellectual development proposed in Piaget's theory.

5.3 Given a list of child behaviors, the student will correctly categorize the behaviors for each level of intellectual development.

5.4 Teacher observation of whether a student is selecting play/learning activities appropriate for the intellectual level of the child with whom the student is working in the center.

6.0 Given a list of incidents, students will be able (a) to predict the probable emotional responses of children of varying ages and (b) describe an acceptable method for dealing with the situation and the child's response.

6.1 Teacher observation of student's application of information by effectively dealing with children's emotional responses in the center.

7.0 On a written exam, the student will accurately (a) describe the process of socialization (b) describe how the child learns to adapt socially through play and (c) correctly match items from a series of descriptions of various children's adjustment behaviors with a list of environmental social patterns.

7.1 The teacher will observe students demonstrated understanding of stages of social development by their expectations for social behavior from the children in the center.

Resources

BOOKS

Brisbane, Holly. The Developing Child. New York: Charles A. Bennett, 1968.

Driekers, Rudolf. Children: The Challenge. New York: Harper and Row, 1967.

Duvall, Evelyn. Family Living. New York: Macmillan, 1961.

Erikson, E. H. Childhood and Society. New York: Norton, 1950.

Fraiberg, Selma. The Magic Years. New York: Charles Scribners' Sons, 1968.

Hall, Calvin S. A Freudian Primer. New York: Mentor Books, 1956

Havinghurst, R. J. Human Development and Education. New York: Longmans Green, 1953.

Maslow, A. H. Toward a Psychology of Being. Princeton, N.J.: Van Nostrand, 1962.

Henry, Jules. Culture Against Man. New York: Vintage Books, 1965.

Holt, John. How Children Fail. Pitman, 1964.

Sharp, Evelyn. Thinking Is Child's Play. New York: Discus Books/Avon,

Stacey, Judith and Bereaud, Susan and Daniels, Joan, eds. And Jill Came Tumbling After: Sexism in American Education. New York: Dell Publishing Co.: 1974

FILMS

University of Missouri, Columbia Missouri:
"Terrible Twos and Trusting Threes"
"Frustrating Fours and Fascinating Fives"
"Families Talk It Over"

University of Illinois, Champagne, Illinois:
"Children's Emotions"
"Principles of Development"
"Child Grows Up"

Cooperating School District of St. Louis County:
"Learning and Behavior"
"Reinforcement in Learning"
"Family Problems"
"Children Are Creative"
"Personality and Emotions"

Educational Development Corporation "Exploring Childhood" Series, Boston, Massachusetts:
"First Day"
"Water Tricks"
"Helping Is"
"Story Time"
"Half Year Apart"
"Gabriel is Two Days Old"
"From My Point of View"
"Little Blocks"
"Painting Time"
"Racing Cars"
"Clayplay"
"All in the Game"
"Craig At Home"
"Jeffery At Home"
"Howie At School"
"Howie At Home"
"Rachel At School"
"Rachel At Home"
"Oscar At Home"
"Oscar At School"
"At The Doctor's"
"Kibbutz"

FIELD TRIPS

The Learning Center--resource center St. Louis, Mo.
The Miriam School, Webster Groves, Mo.
Share Emeth Day Care Center, University City, Mo.
The Early Learning Center, University City, Mo.
St. Martin's Day Care Center, Kinloch, Mo.
Stay and Play Day Care Center, University City, Mo.
McClure North Child Development Program, Ferguson-Florissant School District, Mo.
Temple Israel Nursery School, Ladue, Mo.

Montessori Center, Creve Couer, Mo.
Washington University Pre-school, St. Louis, Mo.
Judevine Center for Autistic Children, Olivette, Mo.
St. Joseph's Academy for the Deaf, University City, Mo.

SPEAKERS:

Psychiatrist: Dr. Moyse Shopper
Motor Skills Specialist: Marion Wirth, The Miriam School.
Marriage and the Family: Richard L. Swaine, Southern Illinois University, Edwardsville, Ill.

PAMPHLETS/BOOKLETS

Educational Development Corporation, "Exploring Childhood" Series, Boston, Massachusetts.

"Children's Art"
"Child's Eye View"
"Child's Play"
"Doing Things"
"How the World Works"
"Looking at Development"
"Making Connections"
"What About Discipline?"

INSTRUCTIONAL UNIT: Occupational Awareness.

OVERALL GENERALIZATION: Occupational Awareness includes learning about job clusters, job levels and analyzing opportunities within each.

A. Concepts

1.0 Analyzing possible job opportunities provides a basis for making selections.

2.0 Entry level job opportunities may be available in child care, guidance, or supporting services.

2.1 Semi-professional and skilled job opportunities may be available in child care, guidance or supporting services.

2.2 Professional level occupations may be available in child care, guidance or supporting services.

3.0 Vocational selection includes considering present and future job opportunities.

3.1 Realistic vocational planning includes considering possibities for advancement.

B. Behavioral Objectives

1.0 The student will be able to identify fields of employment that are related to child development.

1.1 Students will be able to give examples of child development related occupations available locally.

2.0 Students will identify entry level job opportunities related to child development.

2.1 Students will identify semi-professional level job opportunities related to child development.

2.2 Students will identify proffessional level job opportunities related to child development.

3.0 Students will be able to predict future occupations related to child development.

3.1 Students will identify the advancement possibilities within two or more selected child care occupations. e.g. from aide to director of child care center and relate education, training and experience needed to progress from an entry level to a highly responsible position.

C. Activities

1.0 Students will learn about the fifteen occupational clusters from teacher presentation and class discussion.

1.1 In groups, students will do library research to discover what (if any) child development related occupations exist within each job cluster and make oral presentations to class.

1.2 Students will view films depicting career opportunities in child care occupations.

1.3 Students will hear speakers employed locally in child care related occupations.

1.4 Working in groups, students will interview resource people in the community to compile a list of locally available child care related occupations.

1.5 Students will collect ads from the classified section of the newspaper to determine what job openings are currently available in child care related occupations.

1.6 Students will view slides and listen to a tape "Job Opportunities in Child Development".

2.0 Students will do library research and make oral presentations in class about job levels within a selected variety of child care related occupations.

2.1 Student will view the film: "Teacher Aide: A New Opportunity".

3.0 Students will do library research and produce written reports relating the advancement possibilities of two selected child care occupations.

3.1 Students will view the film "Future Shock" and relate how society in the future will influence child care occupations.

D. Evaluation

1.0 On a written exam, students will be able to list the fifteen occupational clusters and name child care related occupations pertaining to at least eight clusters.

1.1 Teacher evaluation of oral presentations.

1.2 Students will develop a peer-rating check sheet to be used to evaluated group reports.

1.3 Teacher-student evaluation of local listing of child care occupations according to criteria mutually developed in class.

2.0 Teacher pupil evaluation of oral presentation according to criteria mutually developed in class.

3.0 Teacher-pupil evaluation of written report according to criteria mutually developed in class.

INSTRUCTIONAL UNIT: Educational Awareness

Overall generalization: Educational awareness includes assessing personal qualifications and educational qualifications necessary for employment and assessing potential for job satisfaction.

A. Concepts

1.0 Some personal qualities contribute to success no matter what career one selects.

1.1 Specific qualities are desirable for employment in child development related occupations.

1.2 A genuine interest in child development is necessary for effective relationships with children.

1.3 A dependable person involved in the care of children has a sense of responsibility.

1.4 Good physical and emotional health is essential for persons involved in the care of children.

2.0 Skills and knowledge learned in child development are valuable in many occupations.

2.1 Understanding principles of child development contributes to employability in child development related occupations.

2.2 Child development related occupations require various amounts of education.

2.3 Limited training or experience is required for an entry job level in child development.

2.4 A person with post high school education, job skills and/or work experience may find employment at the semi-professional and skilled job level.

2.5 Professional and technical jobs may require advanced and specialized training and/or college degrees.

3.0 Personal satisfaction may be achieved at any job level.

3.1 When one achieves skills and competencies for a vocation, one may receive more satisfaction and reward from his job.

3.2 One may achieve personal satisfaction or creativity from his vocation if his career selection allows him to work toward his full potential.

B. Behavioral Objectives

1.0 The student will be able to identify personal qualities which contribute to employability in any field.

1.1 The student will be able to identify specific qualities desirable in an employee who works with children.

1.2 The student will be able to assess his/her own personal interests and aptitudes as they relate to employability in child care related occupations.

1.3 The student will summarize the value of the child care employee having a genuine interest in children.

1.4 The student will be able to explain the importance of developing acceptable behavior standards in jobs related to child development.

1.5 The student will be able to analyze the responsibilities of a child care employee.

1.6 The student will be able to relate the responsibilities of a child care employee to personal success.

1.7 The student will be able to analyze the importance of good physical and emotional health for child care employees.

2.0 The student will determine how skills and knowledge learned in child development may be related to many occupations.

2.1 The student will explain specifically how knowledge of child development principles will contribute to employability in child development related occupations.

2.1-2.5 The student will list and explain the educational and training requirements necessary for a variety of entry level, semi-professional, and professional level child care related occupations.

3.0 The student will express his personal definition of satisfaction, especially as it relates to his future vocation.

3.1 The student will predict whether he would achieve satisfaction in a child development related vocation.

3.2 The student will explain why certain skills and competenicies are needed by employees in child development to achieve job satisfaction.

C. Activities

1.0 Students will brainstorm and discuss general qualities desirable for an employee.

1.1 Students will work in groups to role play situations that illustrate desirable and undesirable qualities of a person who works with children.

1.2 Students will hear speakers who are employed in child care related occupations talk about personal qualifications necessary for employment.

1.3 Students will observe a person or a film of a person working in a preschool situation. Estimate the importance in this job of interest in children. Which actions of the child care employee observed depict this interest?

1.4 Students will develop a skit showing the necessity of acceptable behavior for employees in child care occupations. They will describe the acceptable behavior observed, and explain why this behavior is important.

1.5 Students will interview three selected persons now employed in child care occupations to determine what personal qualifications these persons suggest are necessary for success in their particular occupation. Students will report interview results orally to class.

1.6 Students will complete Worksheet I "Attitudinal Survey" to determine what particular interests and qualities they posess which are desirable in a child care occupation.

1.7 Students will complete Worksheet II "What Kind of Child Care Aide Am I?" To determine to what degree she/he is now fulfilling job responsibilities in the center.

2.0 Students will complete Interview Form mentioned above (1.2) and report results orally to class.

2.1 Students will brainstorm and discuss in class how knowledge of child development may be related to many occupations.

2.2 Students will do library research on the educational requirements necessary for a variety of child care related occupations at entry level, semi-professional and professional job levels. Working in small groups, the class will present research results to the total group.

2.3 Students will make a chart showing training that is necessary to advance from child care aide to director or teacher's aide to teacher.

2.4 Students will role play a situation depicting a child care employee who has little knowledge of child development. They will instant replay the same situation showing a child care employee who has a background in child development.

3.0 Students will brainstorm to develop a definition of personal satisfaction.

3.1 Students in class discussion will describe a situation which left them with a feeling of personal satisfaction, answering the following questions: To what did you attribute this feeling of satisfaction? What effect did this feeling of satisfaction have upon your outlook on life? Interpret the importance of personal satisfaction in job selection.

3.2 The student will select a particular job related to child development and predict possible personal satisfactions that could be gained at this level. Example: You are working as a teacher's aide; a child writes a note to you or draws a picture for you.

3.3 Students will interview selected persons employed in child care occupations to determine what elements of their jobs give them the most satisfaction. Students will determine how these persons skills and competencies are related to their job satisfaction.

3.4 Students will write a report analyzing what aspects of a particular child development occupation would allow them to achieve personal satisfaction.

D. Evaluation

1.0 Student-teacher evaluation of the completed Interview Form and oral report according to criteria develped in class.

1.1 Student-teacher evaluation of Worksheet I according to criteria developed in class.

1.2 Student-teacher evaluation of Worksheet II according to criteria developed in class.

1.3 Teacher observation of level of participation in class discussion.

1.4 On a written quiz, students will be able to list and describe twenty personal qualities which contribute to employability in any field.

1.5 On a written quiz, students will be able to identify and describe in detail ten personal qualities which contribute to employability in a child care occupation.

2.0 Student-teacher evaluation of the Interview Form and oral report according to criteria developed in class.

2.1 Teacher evaluation of the research done on educational requirements.

2.2 The student will complete with 70% accuracy, Exam I.

2.3 Teachers evaluation of the chart depicting training necessary for advancement in a given child care occupation.

2.4 Students will complete the Self Test.

3.0 Teacher evaluation of written report produced by the student.

Resources

BOOKS

Hoeflin, Ruth. Careers in Home Economics. New York: Macmillan, 1970.

Gruenberg, S. M. The New Encyclopedia of Child Care and Guidance. Garden City, New York: Doubleday and Co., Inc. 1968.

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SPEAKERS

Dr. Robert Rockwell, Director Early Childhood Education
Southern Illinois University
Edwardsville, Illinois

Dr. Eleanore Kenney, The Miriam School
Webster Groves, Mo.

Joseph M. Sims, Dentistry for Children
Southern Illinois University
Edwardsville, Illinois

Peter Wilson, Director Webster College School
Webster Groves, Mo.

Donald Checkett, President Day Care Association
St. Louis, Mo.

Evelyn Goldring, Teacher, Webster College School
Webster Groves, Mo.

Raber Wharton, Director St. Martins Day Care Center
Kinloch, Mo.

Richard C. Nickeson, St. Louis University Counseling Center
St. Louis, Mo.

David R. Van Horn, "Career Planning--Women and the Job Market"
Southern Illinois University
Edwardsville, Illinois

Walter J. Cegelka, "Mental Retardation in Children"
University of Missouri-St. Louis

Katherine Nelson, Director Child Care Aide Training Program
Forest Park Community College
St. Louis, Mo.

Speakers are also availabe from:

Cardinal Glennon Hospital
St. Louis, Mo.

St. John's Mercy Medical Center
St. Louis, Mo.

George Warren Brown School of Social Work

Washington University
St. Louis, Mo.

St. Louis County Government Center

St. Louis County Police Department

Webster College
Department of Early Childhood Education
St. Louis, Mo.

University of Missouri-St. Louis
Department of Elementary Education

INTERVIEW FORM

Name of Person:

Occupation:

Personal Qualities Needed For Job:

1. Personality traits;

2. Level of interest in children:

3. Behavior Standards:

4. Psychological/emotional/physical health requirements:

Educational Requirements for the job:

Responsibilities/Duties Performed:

Advantages and disadvantages of the job:

WORKSHEET I

Attitudinal Survey

In order to work with children you must be able to enjoy them and accept them for their own worth. Here is a survey of your feelings about children. Read each sentence carefully and place a + in the blank if you agree and a - if you disagree.

____ 1. When I work with children I feel that they understand me.

____ 2. When I work with children I feel that I understand them.

____ 3. I feel that children should do what I expect them to do.

____ 4. I feel easy and comfortable when I work with children.

____ 5. I wish children would act more like adults.

____ 6. I feel that I can talk to children.

____ 7. I feel that it is important to listen to children.

____ 8. I feel that I can take care of most children's problems.

____ 9. I like to work with children.

____ 10. I like to play with children.

____ 11. I feel children are selfish with their toys.

____ 12. I feel children ask too many questions.

____ 13. I feel most children of this age are mean to other children.

____ 14. I feel children are sloppy when they eat.

____ 15. Children bother me because they never sit still.

____ 16. Children should be seen and not heard.

____ 17. Children would rather have things done for them, than do them alone.

____ 18. There is no sense to the way children kick and yell.

____ 19. I like to help children learn to do new things.

____ 20. Children are okay by themselves, but in a group there is too much noise.

Find two or three other students who have completed this survey. Discuss, each point. Together list the good attitudes for working with children. Consult your teacher whenever necessary.

WORKSHEET II

What Kind of Child Care Aide am I?

In order to gain the maximum benefit from your studies and your experience with children, each employee should be able to evaluate her own personal qualities. You can take stock of your self right now and find out how you rate as a Child Care aide. Answer the questions honestly so that you will have and accurate picture of your performance.

		yes	no
1.	Am I neat in my personal appearance?		
2.	Am I punctual?		
3.	Do I apply myself to the job without being easily bored or distracted?		
4.	Do I adapt to new and unexpected situations easily?		
5.	Can I work under pressure, when necessary, without being nervous and upset?		
6.	Do I have confidence in my abilities?		
7.	Am I emotionally stable, capable of taking things in stride?		
8.	Do I have enough initiative to be able to work on my own without waiting to be told what to do?		
9.	Are my job plans in keeping with my own capabilities and with opportunites my employers may have to offer?		
10.	Do I have a sense of duty and responsibility?		
11.	Am I reliable? Could I be depended upon to do a job satisfactorily?		
12.	Do I have the friendship and respect of fellow-workers?		
13.	Do I cooperate with fellow-workers?		
14.	Do I cooperate with supervisory personnel and/or teachers?		
15.	Do I follow directions willingly and without argument?		
16.	Do I accurately carry out instructions?		
17.	Can I accept criticism without feeling hurt?		
18.	Do I complete a job once I start it?		
19.	Do I ask questions about things I do not under stand?		
20.	Am I a pleasant person to work with?		
21.	Do I like people?		
22.	Am I friendly and congenial?		
23.	Do I enjoy activities with children?		
24.	Do I read materials concerning the care and guidance of small children?		

BOOSTING THE SCORE

How did you rate? If you answered yes to most of the questions, you can become a good employee. All that you need are the necessary skills and training.

If on the other hand, you answered no to a number of questions, you have some work to do to strengthen your weak points, that is, those things about you that need improvement. You can improve your chances for success in your "job training" right now.

Make a list of your weak points. Outline ways to improve yourself in these areas. Discuss your plan with your teacher.

SCHOOL DISTRICT OF UNIVERSITY CITY
Office of Curriculum and Instruction

United States Office of Education fifteen occupational clusters to be considered in planning Career Education curriculum.

1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications and Media
4. Construction Occupations
5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-Business and Natural Resources Occupations
8. Marine Science Occupations
9. Environmental Control Occupations
10. Public Services Occupations
11. Health Occupations
12. Hospitality and Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities Occupations
15. Consumer and Homemaking-Related Occupations

WORKSHEET III

Job Clusters and Job Levels

In your family, you might have a parent, or parents, plus brothers and sisters. Each family member usually has the same last name but different first names. For example, in the Jones family, there is Mary, Carol, John and Charles. Each of these persons is an individual, however, he may have some qualities similar to those of another member of the family--Mrs. Jones is very shy. Her oldest daughter Mary is very shy also.

There are job families (or clusters) too. Just as you have members in your family, the child care and guidance family has members. Let me introduce a few of the members--babysitter, toy salesman, teacher, director of a day care center. In the child care family one fact is evident. All of these jobs and careers have to do with personal relationships.

Jobs within the child care family are available at different levels of skill. Individuals who occupy these jobs have varying abilities and also different types and varying degrees of education. Look at the examples below.

Example: Job Clusters

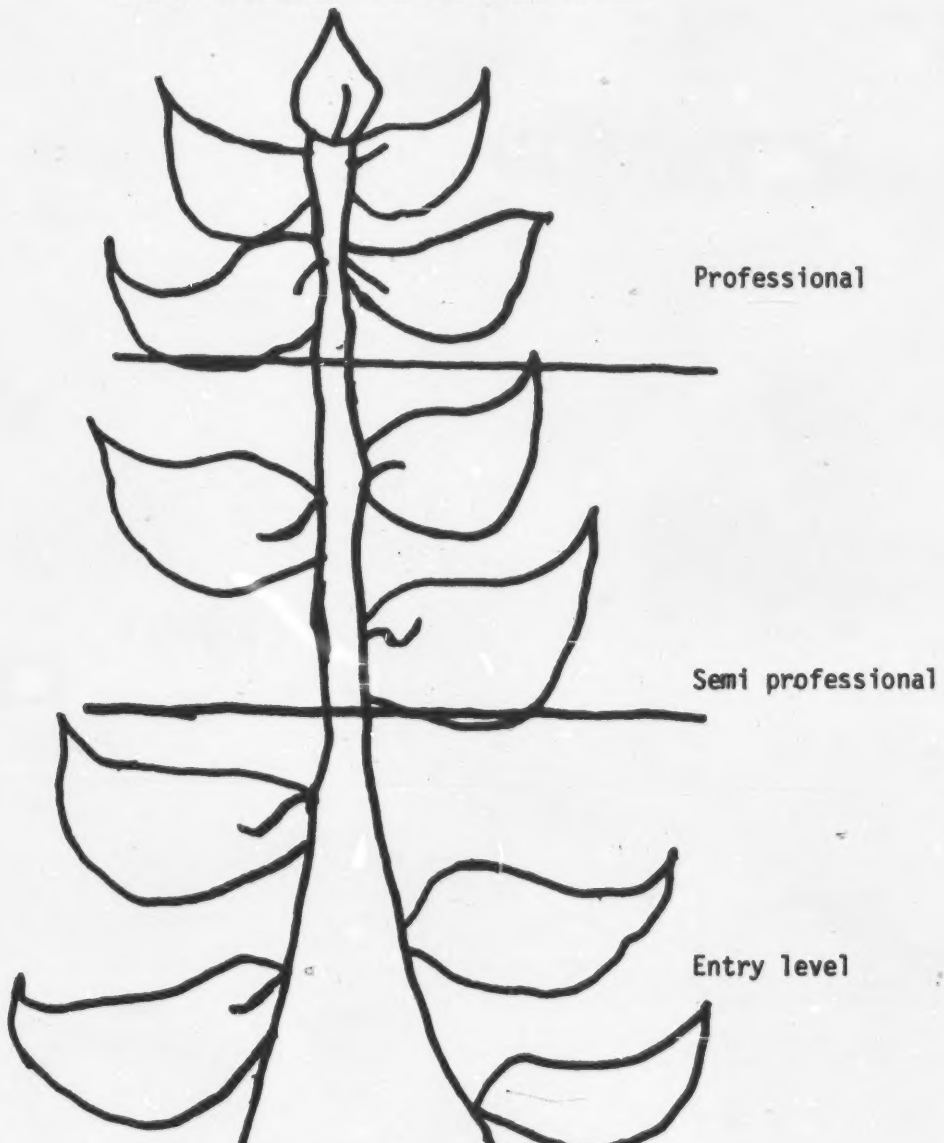
Nursery School Director
Child Nurse
Child Welfare Worker

Example: Job Levels

Entry Level (lowest level)	Semi-professional or skilled (middle level)	professional (highest level)
babysitter	nursery school assistant	teacher

A high school student can occupy many jobs at the entry level. With experience, ambition and additional training, a person in an entry level job may advance to the next level. The third level requires at least a college degree and successful managerial experience.

CHILD DEVELOPMENT RELATED OCCUPATIONS



Instructions: Work your way up the tree of child development-related occupations. Refer to list of occupations given and place occupations on the tree leaves according to the job level.

CHILD DEVELOPMENT - RELATED OCCUPATIONS

(list to be used in order to complete the tree of occupations)

Teacher - preschool

Helper - Children's Hospital

Teacher Assistant

Assistant - Children's Library

Research Assistant

Mother's Helper

Candy-Striper

Nursery School Aide

Child Therapist

Assistant - Recreation Center

Director - Children's Clothing

Nursemaid

Kindergarten Teacher

Recreation Worker

Aide - Child Care Center

Sales Clerk - Children's Clothes

Foster Mother

Babysitter

Child Welfare Specialist

Kindergarten Aide

Pediatrician

Social Worker - Child Welfare Department

EXAM I

Encircle the letter next to the corect answer:

1. Which one of the following occupations does not require a college degree?
   a. nursery school teacher
   b. research assistant
   c. teacher aide
   d. occupational therapist for children

2. Which one of the following occupations requires advanced training and/or education.
   a. babysitter in private home
   b. kindergarten helper
   c. salesclerk for children's toys, books
   d. teacher aide in Child Care Center

3. A potential illustrator of children's books would have to possess knowledge of:
   a. art
   b. principles of Child Development
   c. a and b
   d. a, but not b

4. Which of the following characteristics is undesireable in a person considering employment in the field of Child Development?
   a. tolerance
   b. patience
   c. inflexibility
   d. empathy

5. A teacher beginning to teach nursery school would need to possess
   a. B. S. degree
   b. M. S. degree
   c. Ph. D. degree
   d. none of the above

Complete the following:

6. Name five places one can go to secure information related to careers in Child Development:_____,_____,_____,_____,_____,

7. Name three occupations related to Child Development which would not require training beyond high school:_____,_____,_____.

8. List three occupations in the field of Child Development which require advanced training and/or education:_____,_____,_____.

9. List four positive attitudes one should possess if considering a career in Child Development:_____,_____,_____,_____.

10. List four negative attitudes which may deter a person from entering the field of Child Development:_____,_____,_____,_____.

Indicate whether the following statements are True or False by marking T or F in the blanks provided.

____ 11. A designer of children's toys would have to be familiar with the basic concepts of child growth and development.

____ 12. Child Development jobs which require no special training or education would fall at the lowest entry level.

____ 13. Generally speaking, the more training or education a job requires, the higher the salary.

____ 14. A kindergarten teacher provides a progam for young children that is limited to experiences in play, music and art.

____ 15. A person possessing qualities of honesty, integrity, patience, and flexibility would most likely work well with children.

From the following list of occupations, determine whether one would need:
a. high school training
b. advanced training to fill the position

____ 16. Child Development Therapist

____ 17. Buyer of children's toys

____ 18. Recreation worker

____ 19. Aide in Child Care Center

____ 20. Director of Child Care Center

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SELF TEST

I. Complete the following chart.

Job Title	Educational Requirements
Assistant teacher in child care center or nursery school.	
Teacher aide in child care center.	
Child occupational therapist	

II. Define the following terms:

A. Job Clusters -

B. Career Ladder -